

Curriculum Development and Supplemental Materials Commission
An Advisory Body to the California State Board of Education
MINUTES OF MEETING: May 18-19, 2000 (Approved by Full Commission July 20, 2000)

Minutes of Meeting May 18-19, 2000

California Department of Education
721 Capitol Mall, State Board Room 166
Sacramento, California 95814

1. Full Curriculum Commission Meeting, Thursday, May 18, 2000

Curriculum Commissioners--Present:

Marilyn Astore, Chair

Roy Anthony

Mary Coronado Calvario

Viken Hovsepian

Janet Philibosian

Leslie Schwarze

Karen Yamamoto

Patrice Abarca, Vice Chair

Catherine Banker

Ken Dotson

Veronica Norris

Richard Schwartz

Susan Stickel

Commissioners--Absent:

Barbara Smith *

Dede Alpert, Member of the Senate

Jack Scott, Member of the Assembly

State Board of Education Liaison--Present:

Marion Joseph

California Department of Education Staff Present to Support Commission:

Sherry Skelly Griffith, Executive Secretary for the Curriculum Commission

Suzanne Rios, Administrator I, Instructional Resources Unit, Curriculum Frameworks and Instructional Resources Division (CFIR)

Thomas Adams, Consultant, CFIR

Beverly Cole, Office Technician, CFIR

Sandi Adams-Jones, Staff Service Manager I

Kristina Travers, Office Technician, CFIR

Judith Brown, Consultant, CFIR

Rona Gordon, Consultant, CFIR

Deborah Keys, Consultant, CFIR

- A. Call to Order. Commissioner Astore, Chair, called the meeting to order at 9:32 a.m. and welcomed the audience and the Commissioners.
- B. Salute to the Flag. Commissioner Sue Stickel led the Commissioners, staff, and the audience in the Pledge of Allegiance.
- C. Review of the Agenda and Report of the Chair of the Curriculum Commission--State Board Action and Other Matters *(to be continued)*
Commission Chair Astore reviewed the agenda for the meeting. She asked that all Commissioners make every effort to be present for the entire meeting in order to ensure a

* *Absent for Cause* notification submitted to Commission Chair in advance of the meeting.

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quorum for all actions taken. She asked the Commissioners to kindly accept some adjustments in the order of business that need to be taken due to various schedule conflicts:

D. Report of the State Board of Education Liaison

State Board Member Joseph reported on the recent Board Retreat conducted by Board President Lozano. The Board, including the new members, reviewed the SBE mission and reviewed the Board priorities for this year. Their priorities are in continued alignment with the Governor's education goals and further development of a standards-based accountability system for public education. Ms. Joseph said the Board's commitment is to "stay the course."

J. Assessment Update. Paul Warren, Deputy Superintendent, Accountability Branch, California Department of Education (*out of sequence*)

Chair Astore invited Paul Warren, Deputy Superintendent, to provide the Commission with an update and briefly discuss the priorities of the Accountability Branch. Mr. Warren provided background and forthcoming details of the work related to assessment and accountability. He gave a status report on (1) the High School Exit Exam (HSEE), (2) a study to analyze in a sampling of districts the current utilization of texts in relation to standards and tests, (3) the development of descriptors and "cut points" for the performance levels of understanding (basic, proficient, advanced) within STAR, (4) the development of standards-based tests to augment the norm-referenced test of the STAR program, (5) the English Language Development (ELD) test required by statute for distribution by Spring 2001, (6) the ongoing work with Golden State Exams (GSE), including the news of a 20% increase in district requests for GSE tests that was influenced by the Governor's initiative to award students for performance.

A discussion ensued which included related concerns, such as (1) how to ensure students have opportunities to learn, (2) the requirement in the law (Education Code Section 60850) for HSEE that it be provided without exclusions, (3) the Governor's expectation that at least 95% of the students (after IEP exclusions) be included in STAR assessments, (4) the SBE direction to establish course-specific tests in mathematics that will be free-standing from SAT 9. Chair Astore thanked Mr. Warren for the briefing. He offered to take questions from the Commissioners by letter, e-mail, or phone (916-657-4748).

Chair Astore referred the Commissioners to the list of standards recommended for specific inclusion in the HSEE (available on the Web Site for assessment at <http://www.cde.ca.gov>) and said they have direct implications for the work of the Commission. For example, even though the reading/language arts standards to be addressed on the HSEE are for grades 9-10, student progress will be dependent on how standards are addressed in grades K-8.

C. Review of the Agenda and Report of the Chair of the Curriculum Commission--State Board Action and Other Matters (*resumed*)

Chair Astore referenced the April Commission letter to the State Board President. She described the Board's adoption of the final "Errata for the Reading-Language Arts/English Language Development." Chair Astore praised CDE Consultant Nancy Brynson for the clarity of her representation of RLA/ELD materials that support all children with core curriculum plus extra support for English-Language learners linked to the core curriculum standards. Chair Astore

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shared her belief that the RLA/ELD adoption will result in extra materials for teachers and students and will not place the burden on the children to make the connections between their reading/language arts curriculum and their English-language development.

Chair Astore asked Ms. Griffith to report on the May SBE meeting because the Chair was not able to attend. Ms. Griffith reported that the State Board (SBE) approved the Commission's recommendations for final members of the Mathematics Instructional Materials Adoption Panels (IMAPs) and the Content Review Panels (CRPs) for the forthcoming mathematics adoption. The final list totals 66 IMAP and 15 CRP members for the 2001 Mathematics Adoption.

The Board also discussed as an information item, the concept of an amendment to the current IMF Petition Policy to amend the policy with specific language related to science waivers. This is to address the interest of some to allow for the purchase of the more expensive kit-based programs. There was a very good discussion with critical points made, e.g., standards-alignment, publishers' responsibility to meet the standards, the flexibility of the current IMF policy, the potential to set a precedent that may erode standards-alignment efforts in other core subjects, and the need to base future decisions regarding waivers on outputs rather than inputs.

In the end, there was no action to create a separate science policy. The Curriculum Framework and Instructional Resources Division is reviewing the IMF policy for possible technical and conforming changes. The Board may solicit input from districts and schools about their views of the policy and what information they need to make good choices.

Ms. Griffith reviewed the resignation made by Commissioner Joe Nation due to his schedule and campaign for an Assembly seat. Several Commissioners expressed good wishes to Mr. Nation. Chair Astore suggested the Commissioners might submit recommendations for a new appointee to the Senate Rules office.

E. Correspondence/Requests from the State Board of Education (SBE).

Executive Secretary Griffith shared correspondence from the Executive Director of the State Board to Dr. Deborah Keys for her outstanding work with the Curriculum Commission on the revisions of the application for panelists to be involved with the 2002 adoption for Reading-Language Arts/English Language Development

F. Executive Secretary Report--Sherry S. Griffith, Exec. Secretary, Curriculum Commission

Executive Secretary Griffith described the evening event planned in collaboration with Commissioner Banker for a celebration dinner for the retiring board members in recognition of their fine work. Chair Astore revealed and read from the commemorative plaque to be presented to Board Member Larson from Senator Alpert, who is also an appointed Commissioner.

Ms. Griffith welcomed Ms. Sonia Hernandez, Deputy Superintendent for Curriculum and Instructional Leadership. Deputy Superintendent Hernandez offered to update the Commission on a number of activities of the Curriculum and Instructional Leadership Branch. Issues covered in her briefing and responses to questions included the following: (1) the importance of the frameworks and the content standards in the facilitation done by CDE with local districts to develop "cadres of coaches" for literacy and math, (2) work with External Evaluators in

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Underperforming Schools, (3) plans for an ongoing study on the impact of Proposition 227 and the Request for Proposal (RFP) for an evaluator that is now available on the Web Site, (4) the recent ACLU lawsuit submitted regarding responsibilities for up-to-date texts, (5) May budget revisions for school funding, (6) the recent Attorney General opinion relative to Proposition 227, (7) the opportunities for sharing and learning provided at the Schools In! Symposium, August 8-10 (schedule available at <http://www.cde.ca.gov>), (8) concerns for accuracy of data reported by districts, (9) support for low-performing schools and districts—including attention to the frameworks by teachers and administrators as well as instructional materials that are aligned to standards.

Ms. Griffith then invited Mr. Scott Hill, Chief Deputy Superintendent for Accountability and Administration, to provide an update. Mr. Hill and the Commissioners discussed the following: (1) additional 1.8 billion dollars in the “May Revise” of the Governor’s budget, (2) incentive awards for educators to raise student scores, (3) concern for science testing, (4) large gaps in adequate funding for standards-aligned instructional materials in the core areas, (5) tension caused by the perception of “tons of new money for books” and the reality that the funding had been so low for so long, (6) limitations of annual allocations of instructional funds compared to need to shift to standards-aligned materials in multiple subject areas and the high costs of instructional materials, (7) information gaps among school board members and school administrators about standards-aligned materials and funding.

Chair Astore noted that there is a public perception that schools now have so much money for instructional materials; however, the funding has been so low for so long that California has lost a sense of reality in terms of a real picture of need, especially compared to funding in other states. She suggested that public awareness is needed about how the funding went from a long period of approximately \$30 per student per year for instructional materials to approximately \$90 per year. She commented that it costs at least \$100 per student to get any kind of quality standards-aligned materials in place, and there is a need for at least four subject areas.

Mr. Hill encouraged the Commissioners to continue to communicate with Deputy Superintendent Hernandez about where the deficiencies and gaps still are in issues surrounding access to quality textbooks.

Chief Deputy Superintendent Hill offered his compliments to Commissioner Anthony for his role as coordinator of student entertainment at the recent celebration for the California Distinguished Schools. Chair Astore invited Mr. Anthony to describe his work as band coordinator for the 2000 musicians during the opening ceremony of the Sydney Olympics and the festival of bands later in the Sydney Opera House. Chair Astore expressed her congratulations to Mr. Anthony and stated how excited and proud the Commissioners are for his work.

At this time, due to a scheduling need, Chair Astore asked for a postponement of the Full Commission agenda until after the Visual and Performing Arts Subject Matter Committee. With consensus of the Commission, Chair Astore recessed the Full Commission and asked the VPA Subject Matter Committee to prepare to meet.

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3 **Visual and Performing Arts Subject Matter Committee** *(Taken out of order)*

Present: Roy Anthony, Chair; Karen Yamamoto, Vice Chair; Mary Coronado,
Lora Griffin, Janet Philibosian, Sue Stickel

Staff: Judi Brown, Consultant, CFIR
Patty Taylor, Consultant, Standards and Resources Unit, CDE

Chair Anthony called the VPA Subject Matter Committee meeting to order at 11:30 a.m. He thanked Vice Chair Yamamoto for serving in his absence during the March Commission meeting. He recommended continued practice of using the nameplates as indicators of subcommittee membership while others listen in on the committee discussion.

A. VPA Standards

Patty Taylor, Visual and Performing Arts Consult for the California Department of Education, was greeted by Chair Anthony. She provided a written and verbal update on the development of voluntary standards for VPA. She indicated that Numerous school districts have voiced interest in State Board of Education adopted Visual and Performing Arts Standards and that 52 districts were funded to develop arts standards last year through the Arts Work Grant Program and the Local Arts Education Partnership Program (LAEP) grants. Ms. Taylor indicated that many school districts (e.g., Los Angeles Unified, Healdsburg Unified) have developed or are developing arts standards but their local boards will not adopt them until they “see what the State Board of Education adopts.”

The California Arts Project strongly supports the adoption of VPA standards by the State Board. The Curriculum and Instructional Leadership Branch had a statewide committee develop visual and performing arts standard for each grade level and in grade-level groupings. The draft VPA standards (by grade levels) were developed in a format similar to the Reading/Language Arts standards. Ms. Taylor explained that, in response to a question raised about SBE authority to adopt standards without legislation, Senator Murray introduced (January 2000) SB 1390 which calls for the SBE to adopt visual and performing arts standards by June 1, 2001. The bill does not require action by local districts, and the bill does not mandate assessments of pupils in visual or performing arts. (Updates on the status of SB 1390 are at <http://www.leginfo.ca.gov>.) The draft VPA standards will distributed for field review as soon as the State Board approves the review process.

B. Arts Task Force Recommendation *(Update)*

Ms. Taylor provided an update on the Arts Task Force report (available at www.cde.ca.gov and within the Standards and Assessment Division section). She reported that 21 districts are now participating in a new “model arts program network.” The discussion that followed included Ms. Taylor’s recommendation that the network of districts may be the appropriate starting point for collecting descriptions of “best practices” for distribution to California schools.

C. Other Matters/Audience Comment

No other issues were presented and Mr. Anthony adjourned the committee at 12:15 p.m. Chair Astore asked that the Full Commission reconvene for Item 1 F, the report from Ms. Griffith.

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1. **Full Commission** (*resumed*)

F. Executive Secretary Report--Sherry S. Griffith, Exec. Secretary, Curriculum Commission (*continued*)

Ms. Griffith referenced the work on the Governor's budget and she highlighted the status of education-related legislation of Interest to the Curriculum Commission--AB 1942 (Reyes) and AB 1941 (Wright). (Updates on the status of bills of interest are at <http://www.leginfo.ca.gov>.)

Ms. Griffith described personnel changes occurring within the Curriculum Frameworks and Instructional Resources (CFIR) Division, stating that the ongoing recruitment of quality personnel for the CFIR office is so important in order for the Commission to accomplish the requirements of adoptions and frameworks. The recent May Revision to the Governor's Budget released by the Department of Finance (DOF) provides some augmentations for CFIR and Commission-related work including five permanent positions—three “limited term” positions currently filled will become permanent positions, and two positions will be added for work with school library issues.

Ms. Griffith described the efforts to increase the distribution of frameworks for reading/language arts and mathematics with additional funds (1.5 million dollars) approved for distribution, including the opportunity to distribute compact discs for the two frameworks to all administrators and teachers in California public schools. She discussed the top priority to do as much as possible to ensure distribution of the frameworks and of information about funding systems and the status of adoption of instructional materials. In addition the standards-aligned frameworks will be provided to the schools of education at all universities which credential teachers in California. Also, at least 500 copies of the two frameworks will be distributed to the learning Resource Display Centers across the state for checkout to credential students going through the system, parents, and teachers in each region.

Additional requests for resources were denied, e.g., to reimburse districts for substitute costs for IMAPs and CRPs involved with state-level adoptions, additional positions to provide technical assistance for public schools/districts to understand requirements of Instructional Materials Funding (IMP) and Schiff-Bustamante funds; subject matter experts for future adoptions and framework development, technical expertise to support the review of electronic learning resources for legal/social compliance; and staff resource to contribute more to assisting low performance schools.

Ms. Griffith and the Commissioners also discussed the following: (1) Proposition 20 funding apportionment, (2) the recent legal opinion on Proposition 227; (3) issues related to districts “offering alternative programs” for English language learners who have requested “waivers” from programs that may not actually exist, (4) new statutory requirement for ethics training for Commissioners, IMAPs and CRPs as appointed representatives of the State Board of Education.

G. Approval of Minutes of Minutes of the March 2000 Meeting.

The March minutes (with minor edits provided by Commissioner Abarca) were approved by unanimous voice vote on the motion made by Commissioner Norris and seconded by Commissioner Griffin.

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H. Letter from Chair Astore, Attendance/Protocol (*Information*)

It was announced that this item will be postponed to later in the meeting (see the closing items).

Chair Astore recessed the Commission for lunch at 12:35 p.m. and called for the full commission to resume at 1:30 p.m. and to continue with Full Commission Item 1I.

(Lunch Recess)

I. Change/Correction/Edits Process (*Information/Action*)

Chair Astore reconvened the full commission at 1:44 p.m. and introduced Item 1.I. Executive Secretary Griffith reviewed a memorandum with the Commissioners that provided background and status of this issue in addition to optional actions for Commission consideration.

Background and Status Report. At the March Commission meeting the full Commission had reviewed and discussed draft language for the development of a definition for what constitutes changes, edits or corrections to instructional materials. Since then, input was received from the representative of the American Association of Publishers, Department staff and the Executive Director of the State Board. The CFIR office received additional suggestions from those identified as part of the workgroup. Due to time constraints, however, the Executive Committee was not able to also meet in April. Following are optional actions presented to the Commission for discussion:

Option #1. - Approve the current draft proposal and adopt the policy that, due to the constrained timelines requested by the State Board for the 2001 Mathematics and 2002 Reading/English Language Arts/English Language Development Adoptions, only corrections and edits will be allowed.

Option #2. Defer the item (1I) to the Executive Committee to review and bring back in July for final action (action must be taken no later than the July meeting to accommodate the Mathematics Adoption).

Executive Secretary Griffith summarized the draft definitions that were considered during the March Commission meeting:

(a) ***Corrections and Edits*** are defined as:

- Inexact language and imprecise definitions.
- Mistaken notations.
- Mislabeling of pictures, objects, animal, plant, etc.
- Misspellings or grammatical errors
- Corrections and Edits are easily discerned by publishers, Curriculum Commissioner(s) and Department staff; meaning they can be identified and corrected without significant analysis or expertise in the subject area.

(b) ***Changes*** are defined as:

- Revising the program to meet the criteria and standards
- Rewriting of a chapter or section

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- Adding new content
- Moving materials from one grade level to another
- Incorrect data including definitions and factual errors
- "Changes" mean adding new content that requires the judgement of a commissioner, CRP or IMAP members to determine whether the publisher's changes align a program with the State Board approved criteria and the grade level content standards; all of which takes additional review sessions, change meetings, and a commitment by the IMAPs, CRPs, Commissioners and Department staff.

A discussion ensued that resulted in some recommended edits to the definitions. For the record, Secretary Griffith explained that the guiding statutory and regulatory provisions are the SBE approved grade level content standards, SBE approved curriculum frameworks, and the criteria. Commissioner Griffin stated that adequate warning to the publishers of the requirements in the criterion to coverage of all standards would help ensure accuracy at the time of presentation and would discourage publishers from attempting to submit programs that required improvements. Commissioner Schwarze synthesized the issues and made a motion for the document to go forward under Option No. 1 to be incorporated into IMAP trainings for mathematics (only) the following minor changes: (1) in the definition of corrections, the 5th bullet shall read, "computational errors and examples;" (2) within the definition of changes, remove "or IMAP members;" (3) remove "Reading/Language Arts. . ." in Option One. Commissioner Norris seconded the motion. The voice vote was unanimously "aye."

J. Assessment Update (*provided early; see page two of minutes*)

K. Other Matters/Audience Comment.

No other matters were presented. Chair Astore recessed the full commission at 2:14 p.m. and encouraged all Commissioners to remain present during the Executive Committee meeting.

2. Executive Committee.

Present: Marilyn Astore, Chair; Patrice Abarca, Vice Chair
Sue Stickel, Catherine Banker, Ken Dotson

Staff: Sherry Skelly Griffith, Executive Secretary

Chair Astore called the Executive Committee to order at 2:15 p.m. and thanked the members for agreeing to a flexible schedule.

A. Adoption Process/Guidelines (*Information/Action*)

Ms. Griffith reviewed a memorandum that provided a background on issues raised on adoption guidelines during the March meeting. Ms. Griffith requested that the Executive Committee review and discuss these guidelines and consider them for approval or further review and development.

Background. Discussion regarding the development of clear and consistent procedures that will strengthen the instructional materials review process has occurred since the November 1999

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meeting of the Curriculum Commission. This discussion has produced very positive developments regarding a definition of changes, corrections and edits, a review of the template used during deliberations, and ongoing improvements in the training process. To contribute to this ongoing improvement of the process and to ensure consistency, the following draft guidelines were presented to strengthen the review process as it relates to the role of facilitators.

A facilitator is the individual that leads the IMAP through the deliberation process and ensures the IMAP adheres to the State Board adopted criteria and rules of review during the week of deliberations. This includes achieving consensus and writing the final IMAP report.

The Executive Committee then pursued a review and discussion of these guidelines for approval or further review and development:

Proposed Facilitator Guidelines:

- Facilitators shall participate for the duration of the IMAP and CRP training and publishers' presentations for each adoption they have been assigned. This will ensure that facilitators meet and coordinate with their panel and address issues or concerns prior to deliberations.
- Facilitators shall participate and be part of the entire deliberations week to ensure consistency.
- At least one back-up facilitator shall be chosen in case of an emergency occurring during deliberations so that staff will not be required to facilitate a panel. It would be preferable if the back-up facilitator remained on site for all or part of the deliberations week.
- Panels will be selected based on the determined grade level spans, and any other criteria established by the Subject Matter Committee and full Commission. Facilitators shall be randomly selected by lottery once panels are formed.

A discussion ensued about prior practices. Commissioner Banker stated that the Commissioners have always had "rules" regarding the entire deliberations, but to ensure a follow-through on those "rules" is more difficult. Chair Astore asked if the agreement would need to be signed. The changes discussed were as follows: (1) to add that whenever possible, the chair of the subject matter committee shall not be assigned to a IMAP panel but will be assigned to serve as ombudsman to oversee the work of all the panel facilitators; (2) to change bullet 4 to read, "panels will be selected based on the determined grade level spans and any criteria established by the subject matter committee and the full commission; and (3) to add that the facilitators shall be assigned by the Commission Chair, the Subject Matter Chair, and the Vice Chair. Commissioner Banker made the motion to refer these changes to the full commission and Commissioner Stickel seconded it. There was no additional discussion and all voiced approval.

B. Conflicts of Interest/Same Household (Information)

Ms. Griffith reported that Ms. Rae Belisle, the legal counsel for the State Board of Education, will provide input support for this item for the July Commission meeting. Ms. Belisle will assist the Commission in developing a policy and will report to the Executive Committee.

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C. Errata Process for Publishers – Post-Adoption (*Update*)

Chair Astore called attention to the memorandum within the agenda packet describing issues involved with the development of an errata policy for publishers. Ms. Griffith reported that preliminary results are being shared with other members of the work group (assigned in March) based on the survey of other states done by CFIR staff members. Ms. Griffith indicated that as more information is obtained, legislative language from other states which have moved forward in this are will be analyzed. A composite of findings will be part of the next update in July. The Executive Committee agreed that there is a need to take time with this effort because it has enormous implications.

D. Other Matters/Audience Comment

Chair Astore asked for other matters. Commissioner Abarca stated her appreciation for the memos for each committee tab in the agenda packet. She also stated her appreciation for the reference note calling attention to the pages in prior minutes to help recall prior discussions on an issues.

Commissioner Banker requested a review of an alternative “standards map” tool which lists the standards on one page for each grade level and asks the publisher to identify the citation which clearly presents the standard for the student and the teacher. The sample she provided for discussion also allows for supporting citations to be noted if appropriate. The reviewer would then indicated in the yes/no check-off box if the main citation makes the case that the material meets the standards. Ms. Griffith raised concerns for the timeline required for the staff to change the standards map for the publishers. The agreement was made to table this proposal to a special time on May 19. There were no other matters raised from other Commissioners or the audience and the Executive Committee was adjourned at 2:51 p.m. Commissioner Stickel asked for a short break before beginning the Mathematics Subject Matter Committee (SMC).

4. Mathematics Subject Matter Committee

Present: Sue Stickel, Chair; Vik Hovsepian, Vice Chair
Catherine Banker, Veronica Norris, Richard Schwartz, Leslie Schwarze
Absent: Barbara Smith *
Staff: Suzanne Rios, Administrator, Instructional Resources Unit, CFIR

A. Mathematics 2001 Adoption Process (*Information*)

(1.) Criteria Briefing with Publishers (*Report*). Chair Stickel called to order the Mathematics Subject Matter Committee at 3:01p.m. Chair Stickel updated the Mathematics Subject Matter Committee on the second publishers’ 2001 Mathematics Adoption briefing held on April 26 in Sacramento. The Curriculum Commission in collaboration with the CDE staff conducted this briefing that focused on a review of the Criteria in Chapter 10 of the Mathematics Framework.

(2.) Selection of Additional CRPs and IMAPs. In addition, Chair Stickel updated the Mathematics Subject Matter Committee on the selection of additional CRPs and IMAPs to serve on the forthcoming Mathematics Adoption. On May 1, 2000 the Mathematics Subject Matter Committee held a telephone conference call to review an additional fifteen applications

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submitted for the adoption. Committee recommended 2 CRPs and 11 IMAPs to the State Board of Education. The Committee based their recommendations to the State Board on the following: the completeness of applicants' answers to the application questions, and the demonstrated knowledge of the mathematics standards and framework.

The State Board of Education on May 11 approved the Commission's final recommendations for two additional CRPs and eleven IMAPs. This brings the total to 15 CRPs, and sixty-four IMAPs. This will provide enough CRPs for four panels and IMAPs for eight panels. Chair Stickel shared with the Committee that Dr. Henry Alder has resigned from serving as a CRP due to scheduling conflicts.

B. Agenda of IMAP and CRP Training

Chair Stickel reviewed with the Mathematics Subject Matter Committee draft schedule for the CRP and IMAP training for July 31 through August 4. Chair Stickel explained that the goal of the first day is to have the CRPs and IMAPs obtain an overview of the adoption process; a clear understanding of the imperative that all programs must meet the Category I Criteria of content alignment with standards; and to practice writing a CRP report. Another goal of the training is to provide the CRPs, IMAPs, and the Facilitators/Commissioners with a comprehensive overview and understanding of their unique roles and responsibilities during the adoption process.

The goal of the second day is to provide CRPs and IMAPs with the opportunity to collaborate on the mechanics of the report writing process; understand the roles that each play in the process; and review with all panelists special issues. (CRPs leave after second day) The goal of the third day is to review with the IMAPs the other categories (2-5) in the criteria, and other adoption issues. The fourth and fifth days are devoted to publisher presentations. The Mathematics Subject Matter Committee agreed with the training schedule as presented.

C. Format of IMAP and CRP Reports (Discussion/Action)

In addition, Chair Stickel discussed with the Mathematics Subject Matter Committee a draft of the writing template for the CRPs and IMAPs. It was explained that the format had been modified to include a checklist for each of the categories and the criteria within each of the categories. The submitted programs will either meet the criteria or not. The wording "adequate" was deleted, as requested by Commissioners at their March meeting.

It was explained that the shaded criteria in the writing template denoted a higher priority within each category and could be grouped together. Commissioner Vik Hovsepien requested that this shading be removed and the Committee concurred.

After some discussion it was agreed that the title of the document should be changed to "Note Writing Template for the CRP and IMAP Reports". The intent of the document is a tool to assist the CRPs and the IMAPs in writing the final report, to achieve consensus in their recommendations, and to write a report that is cohesive, comprehensive and clear.

In addition, to the discussion on the "note writing template", Commissioner Banker requested that there be discussion on the "Standards Maps". There was much discussion on the format of the previous standards maps used for the Science Adoption. Commissioner Banker had a draft of

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a different format for the standards map that focused on publishers comments divided into “primary citations” and “supporting citations”; a column for IMAPs and CRPs to review if the grade levels standards are meet or not; and a column for IMAP and CRP comments. Commissioners Banker and Hovsepian expressed the concern to streamline and simplify the standards maps. Executive Director Griffith volunteered CFIR staff to review the old format and the proposed format and to report back the following day to the full commission on the pros and cons of each format. (Note: CFIR staff did this on May 20 and it was agreed that the new standards maps format would be used for the 2001 Mathematics Adoption.)

D. Process for Assignment of Programs to Panels by Grade Levels, etc. (Discussion/Action)

Chair Stickel asked the CFIR staff to report on the assignment of programs by grade level. Suzanne Rios, Administrator for the Instructional Resources Unit reported that as of May 3, the due date for publishers to submit their list of programs for evaluation and review, nineteen publishers had submitted 30 programs. Seven programs are comprehensive and cover the grade levels from K-6 or K-8. Sixteen programs are grades 6-8. And, the remainder is submissions for different grade levels. Given the number of programs in the upper grades Ms. Rios reported that it may be prudent of have three panels for grades 6-8 and five panels for K-6 and K-8 programs. It was agreed that CFIR staff would work with the Commission Chair and Subject Matter Chair to assign programs for review to the eight panels and report back at the July Commission meeting.

E. Other Matters/Audience Comment

There were no other matters raised from the audience and the Mathematics Subject Matter Committee was adjourned at 4:24 p.m. *(By consensus agreement, agenda item #5. the History-Social Science Subject Matter Committee, was postponed to 8:30 Friday morning.)*

6. Science Subject Matter Committee

Present: Richard Schwartz, Chair; Catherine Banker, Vice-Chair;
Ken Dotson, Vik Hovsepian, Veronica Norris
Absent: Barbara Smith*
CDE Staff: Rona Gordon, Consultant

Richard Schwartz, SMC Chair, opened the committee meeting to order at 4:25 p.m. and stated that there were three main agenda items: (1) discussion of the draft Science Framework; (2) review of the draft field review survey instrument; and (3) brief update on the science assessment augmentation (SAT-9) for grades 9-12.

A. Science Framework (Discussion/Action)

Rona Gordon distributed a packet of information including: an overview of options for taking action on the draft framework, comments on alternative versions of the chapters on assessment, professional development and universal access, a chronology of the development of the assessment chapter, and a letter regarding the assessment chapter.

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Chair Schwartz acknowledged the work of Science Curriculum Framework and Criteria Committee (CFCC) and staff in producing the draft document. It was a tremendous effort. The Science SMC now has to take the document and move it forward, eventually to the State Board for approval. The science content - Chapter 3 – is the strongest part. However, Chair Schwartz expressed concerns re document as a whole. It is too large. Some of the language used is imprecise, contains jargon, and is highly repetitious. His most serious concerns are with four specific chapters – assessment, universal access, professional development, and socially sensitive issues. Chair Schwartz recommended that the draft framework not be sent out for field review at this time. He stated that he would like to slow the process to give more time to modify the document and improve it. He then opened the discussion to the full committee to get their comments and opinions.

Ms. Banker, vice-chair of the Science SMC, expressed appreciation for the opportunity to work with the CFCC first in developing criteria and then in putting the framework together. This process was reversed in the case of science – instead of producing the framework followed by an adoption, the adoption preceded the final development of the framework. The CFCC worked on a very short timeframe and was very committed to the task. Commissioner Banker agreed with the recommendation to reduce the size of the framework significantly. She also had concerns with the chapters cited by SMC Chair Schwartz. She supported slowing the process to allow committee members to sit with the editor and staff to edit and make recommendations for changes. She stated that it is important to take time to develop a quality document that meets needs of science teachers in California, is readable and allows easy access for all teachers.

Commissioner Hovsepian stated that he concurred with the previous comments. He referred to Education Code section 60605(f) that states that the State Board of Education shall review curriculum frameworks for conformity with the content standards and modify the frameworks to bring them into alignment with the standards. Mr. Hovsepian expressed that the chapter on assessment is aligned with the principles of the National Science Education standards, and that the framework should reflect the California standards first.

Commissioner Norris thanked Rollie Otto and Mike Rios for all their work. She had some of the same concerns voiced on assessment and a few other chapters. She stated that this is a legal document reflecting California policy and that the language is extremely vague for those who would have to interpret it later. She cited the lack of a glossary or definitions, and conflicting statements in Chapter 5, p. 106-108 and 132. She expressed the Commission's obligation to get the best possible document – clear, concise and reflecting state policy and mandates. State standards are in state law and it is important that we reflect the legal mandate in this document. As a statement of policy it is important that there be consistency among the frameworks.

Commission Chair Astore expressed appreciation for the willingness of the Subject Matter Committee to work with Rollie, Rona and others in fine tuning this document. This refinement stage is not new. The Science SMC has an advantage as the standards and much of content around what needs to be taught seems to have been generally well received. The issues concern ease of use vs. weight, and other items that have been brought to Dr. Otto's attention. On behalf of the Commission, she recognized Dr. Otto for the time, rigor and commitment that has gone into his work. Chair Schwartz also acknowledged that Dr. Otto's contract expired and he has

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continued to work on this process, and indicated willingness to continue to see it through. The Science SMC would certainly like to give him that support.

Dr. Rollie Otto thanked the Commissioners very much. He stated the need to focus on how to make best possible framework for California, and addressed the issue of the length of the document. It was a conscious decision of the CFCC to produce document that would inform teachers and help them with implementing the standards, as well as guiding curriculum developers and administrators. 2/3 of document is taking the entire K-12 content and giving it definition in a form more coherent than simply the standards alone. It was envisioned being used in a modular way. Teachers start with their grade level sections. There are pointers to prerequisite knowledge and foundations they are building for later grades. Paper publishing isn't our only method for communicating. We could have a web-based approach. The content chapter received greatest attention in the work of the CFCC. Subject matter is central to the teaching of science in California. Dr. Otto affirmed that he is looking forward to field testing the document to make it more solid and error free. He encouraged the SMC not to cut the content section (Chapter 3).

Commissioner Dotson stated that teachers need staff development, particularly in the area of science. He looks at Chapter 3 as very well done, and as a classroom teacher appreciates the specificity of the curriculum content.

Chair Schwartz asked for a consensus at this point on next steps. Commissioner Banker moved to defer approval until the SMC meets separately and reviews the document in depth w/Rollie and Rona. Dr. Otto stated that this was something he is willing to do. The motion made by Commissioner Banker was carried.

Ms. Griffith, Executive Director, said that with the fiscal year ending, CDE would like to explore with Dr. Otto the opportunity to work with us during the next fiscal cycle (beginning in July). She asked Commissioners, if they chose to delay the public review process, to keep in mind the timeline for going to Board with the framework as scheduled for a spring approval date. Upcoming Commission meetings are in July, September. The public comment period will probably fall more in line with the fall school schedule depending on when the SMC completes its work. It would be helpful to give any further direction to staff on revisions in other topic areas prior to a special SMC meeting. Chair Schwartz stated that he was also concerned regarding the chapter on Socially Sensitive Issues.

Ms. Griffith asked for a point of clarification. Is the SMC looking at an extension period? When does the committee want the framework to go out for public review? Commissioner Banker responded that it would be determined at next (July) Commission meeting; therefore, no sooner than August. Chair Astore said that field review beginning in September might actually facilitate a more efficient review process.

Commissioner Abarca stated that in the supporting chapters and appendices she has concerns regarding alignment with the frameworks for reading/language arts and mathematics. Some of the material in science related to language arts needs to be eliminated or aligned with what we already have.

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Dr. Otto suggested that a number of immediate improvements could be made on issues that are considered unacceptable. He would like the SMC to make key decisions about the ideas presented comparing the CFCC and alternative chapters. Science does have some unique characteristics that distinguish it from reading/language arts and math. He expressed interest in making changes in a timely way. It was decided to schedule a SMC meeting on Saturday, June 3, which was subsequently changed to Saturday, June 10. Commissioner Dotson stated that everyone should come with his or her suggestions. The meeting should be very structured regarding input etc. Ms. Griffith asked for a commitment to cover Dr. Otto's travel expenses, but he responded that he considers this a professional obligation. It was decided to hold the meeting at Hoover High School in the Glendale Unified School District, where Commissioner Hovsepian teaches. Commissioner Banker requested that staff send an electronic copy of the framework to all SMC members.

B. Field Review Survey Instrument (Information/Discussion)

Rona Gordon of the Curriculum Frameworks Office shared a draft similar to the instrument used previously for the foreign language and reading/language arts field review. She proposed to follow this format and would like to get comments, feedback and suggestions. She stated that she is also trying to explore an online interactive version that would allow for electronic submission of the data directly to a database, making it much easier to compile the information. Chair Schwartz had two minor suggestions regarding identification of teachers – what subject(s) they teach and whether they teach in a self-contained classroom. Ms. Gordon stated that other comments are welcome.

C. Science Assessment Augmentation, Grades 9-12 (Information/Update)

Ms. Gordon distributed a list of 12 panelists, including Chair Schwartz and Dr. Otto, who will work with Harcourt Educational Measurement on June 22-23 to decide which standards will be tested at each grade level in integrated/coordinated science. The meeting will take place in Sacramento and will be hosted and coordinated by Harcourt. The participants will be contacted directly regarding details. Ms. Griffith clarified that the integrated panel will feed into and advise the Board-appointed panel that is developing the discipline-based standards-aligned tests.

D. Other Matters/ Audience Comment

Mr. Lester Macleod commented regarding the definition of what science is. He stated that there needs to be a hierarchy of terms and urged caution with the meaning of the scientific method. No other speakers or matters were presented. Mr. Schwartz adjourned the meeting at 5:05 p.m.

Chair Astore encouraged the Commissioners to enjoy the Celebration dinner and plan to resume the Commission meeting at 8:30 a.m. with History-Social Science Subject Matter Committee (SMC). The Commission was recessed at 5:07 p.m.

Dinner Honoring Three Retiring Board Members, May 18, 2000

The Commissioners and members of the public participated in a Celebration Dinner in honor of retiring State Board Members Yvonne Larson, Janet Nicholas, and President Robert Trigg at Il Fornaio Restaurant, 400 Capitol Mall, Sacramento (6:00 p.m. reception, 7:00 p.m. dinner).

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FULL COMMISSION - Friday, May 19, 2000

Curriculum Commissioners--Present:

Marilyn Astore, Chair	Patrice Abarca, Vice Chair
Catherine Banker	Mary Coronado Calvario
Ken Dotson	Veronica Norris
Janet Philibosian	Richard Schwartz
Leslie Schwarze	Barbara Smith
Susan Stickel	Karen Yamamoto

Commissioners--Absent:

Roy Anthony *
Viken Hovsepian *
Dede Alpert, Member of the Senate
Jack Scott, Member of the Assembly

State Board of Education Liaison--Present:

Marion Joseph

California Department of Education Staff Present:

Sherry Skelly Griffith, Executive Secretary for the Curriculum Commission	
Suzanne Rios, Administrator I, Instructional Resources Unit, Curriculum Frameworks and Instructional Resources Division (CFIR)	
Thomas Adams, Consultant, CFIR	Judith Brown, Consultant, CFIR
Beverly Cole, Office Technician, CFIR	Rona Gordon, Consultant, CFIR
Sandi Adams-Jones, Staff Service Manager I	Deborah Keys, Consultant, CFIR
Kristina Travers, Office Technician, CFIR	

Call to Order. Commissioner Astore, Chair, brought the meeting to order at 8:35 a.m. Chair Astore complimented the public event of the night before. She thanked Commissioner Banker and the CFIR staff for efforts to arrange for the elegant event in appreciation for the retiring Board Members Trigg, Larsen, and Nicholas.

5. History-Social Science (H-SS) Subject Matter Committee

Present:	Ken Dotson, Chair; Janet Philibosian; Barbara Smith, Karen Yamamoto
Absent:	Roy Anthony *, Vice Chair
CFIR Staff:	Tom Adams, Consultant, CFIR

A. Report of the History-Social Science SMC Meeting (Conference Call, April 26, 2000)

Chair Dotson called the meeting to order at 8:40 a.m. The first item of business for the History-Social Science Subject Matter Committee was approving the minutes for the April 26 conference call of the committee. Staff noted that the minutes should say draft. After review of the minutes, Commissioner Yamamoto moved to approve the minutes and Commissioner Philibosian seconded the motion. The motion passed.

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B. Review of Draft #2: Update History-Social Science Framework (Information/Action)

(1) Additional Content Review Panel Comments. Chair Dotson asked the Committee to review the proposed changes that were not received in time for the April 26 conference call. Commissioners agreed with the proposed changes, and discussion focused on making additional changes. Commissioner Philibosian moved to accept the additional proposed changes and the Commissioner's comments. Commissioner Yamamoto seconded the motion. The changes are summarized in the following table.

Page	SMC, CRP or CDE	Proposed Revision
21	Janet Philibosian	Drop "cooperative learning"
22-3	Janet Philibosian	Retain "By the time . . . world." and "To extend . . . young child."
29	SMC	Replace "that get in the way" with "through"; replace "different people" with "people from various backgrounds."
30	Janet Philibosian	Change "children need to build . . . map" to "children may construct"
30	Janet Philibosian	Drop "Small . . . region."
31	Janet Philibosian	After "traditional folktales" insert "stories" and replace "heroes" with "protagonists."
33	Karen Yamamoto	Change "My County 'Tis of Thee" to "America," the correct title of the song.
35	Janet Philibosian	Change "teachers should guide children in creating large three-dimensional floor or table maps" to "teachers could guide children in creating three-dimensional maps." Drop "Children . . . they represent." Drop "Then, by adding model structures, highways and railroad lines as the study proceeds"
41	Patrice Abarca	Drop "slides"
41	Janet Philibosian	Change from "to build a terrain model of the topography" to "to learn the topography"
47	Janet Philibosian	Change "when students are especially open and receptive to the study of people who are different from themselves" to "early adolescents learn about themselves and people who are different from them."
54	William Deverell	Add Cesar Chavez, an important person in California history
74	Richard Shek	Add reference to Zhou dynasty Replace "barbarian" with "people" Reference to "Confucian" civil service is inaccurate
79	Richard Shek	Taoism should be Daoism
84	Richard Shek	Include "Song Dynasty" Change date from 1424 to 1433.
85	Richard Shek	Prince Shotoku was a regent and did not reign. Tale of Geji is eleventh century.
125	Tom Adams	Have an ending date for apartheid in South Africa and reference Nelson Mandela
141	William Deverell	Add Cesar Chavez and UFW as a movement influence by the Civil Rights movement
143	Janet Philibosian	Change from "By examining such issues as drug testing, obscenity, abortion, and testing for AIDS" to "By examining major social

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Page	SMC, CRP or CDE	Proposed Revision
		controversies”.
143	Sheilah Mann	Include the use of social science analysis of elections and demographics
144	Marilyn Astore	Change from “In a world driven . . . diverse people, united under a democratic political system” to “In a world struggling with . . .diverse people.” And add sentence on the US as a democratic republic with rule of law and constitutionally guaranteed rights.
151	Sheilah Mann	Need to mention Anti-federalists.
151	Tom Adams	AB 3084 (Olberg) requires that teaching of the Federalists papers, Washington’s Farewell Address, Lincoln’s Gettysburg Address and the Emancipation Proclamation in the grade 12 civics/government course
153	Sheilah Mann	Local governments are legal creations of state governments.
154	Sheilah Mann	Need to include Western democracies and “mixed” systems of capitalism and state socialism and shift to market-based systems.
154	Tom Adams	Drop references to regimes no longer in existence and add Chile as a democratic government Keep focus on dictatorships as the antithesis of democracy and update references to communism.
155	Barbara Smith, Janet Philibosian, Karen Yamamoto	Drop “such as the Vietnamese boat people . . .Berlin Wall”
155	Tom Adams	Note the collapse of communism in the Soviet Union and Eastern Europe.
155-6	Tom Adams	Limit reference to China as communist system undergoing change.
156	Sheilah Mann	Include the use of social science analysis of elections and demographics
186	Karen Yamamoto	After “individual freedoms” add “fostering environmental protection and health, maintaining peace and security, eradicating famine”

(2) Miscellaneous Corrections. In addition, Commissioners pointed out other typographical errors to be corrected by staff. Staff stated that the CRP member responsible for economics would be making suggestions for the grade 12 economics course and these proposed changes would come before the next meeting. Commissioner Yamamoto requested scholarly input on the accepted use of Chinese spelling that has been romanized. Committee members and Commissioner Abarca agreed to examine the literature references in the framework to make sure titles are up-to-date. Commissioners and Marion Joseph, SBE liaison to the Commission, discussed referencing the selected reading list and asked staff to obtain more information about the list.

(3) Timeline. The Committee reviewed the revised timeline that takes into account later dates for Curriculum Commission action, July 2000, and State Board of Education information and action, September and October 2000. Commissioner Yamamoto moved to approve the timeline and Commissioner Philibosian seconded. The motion passed.

C. Public Comment on Updated History-Social Science Framework

Chair Dotson asked if anyone wished to comment. Priscilla LaLone of the United Nations Association expressed her gratitude for the new section in the appendix on the United Nations.

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D. Other Matters/Audience Comment

With no other matters, Chair Dotson adjourned the meeting.

7. Electronic Learning Resources (ELR) Committee

Present: Catherine Banker, Chair; Patrice Abarca, Vice Chair
Mary Coronado
Absent: Vik Hovsepien *
CDE Staff: Judith Brown, Consultant, CFIR

A. Report: Conference on Universal Access, Center for Exceptional Children

Chair Banker called the ELR committee to order and thanked the Commission for the supporting her attendance in April at the Conference on Universal Access, held by the Center for Exceptional Children. Education Technology in conjunction with the Center for Applied Technology (CAST). She said the work of the conference dealt with universal access issues of interest to the ELR committee as well as the full commission. Ms. Banker reported that she wants to invite Dr. David Rose, Co-Executive Director of CAST to give a presentation to the Curriculum Commission in July.

B. Education Technology Update (Information/Discussion)

(1.) AB 598 Advisory Commission on Technology and Learning. Ms. Nancy Sullivan, Administrator, Educational Technology Office, provided an update on implementation issues regarding AB 598 and AB 1761. She reported about the delay in start-up of the Advisory Commission for Technology and Learning to which Ms. Banker was appointed by the Curriculum Commission in March.

(2.) Statewide Education Technology Services (SETS, AB 1761); CLRN Project, Stanislaus COE; Nancy Sullivan, Administrator, Educational Technology Office. Ms. Sullivan then briefed the Commissioners on the work of the Statewide Electronic Technology Services (SETS; see Web updates at www.cde.ca.gov/sets). She also gave an update on the time line for deliverables on the technology criteria project, the California Learning Resources Network (CLRN at <http://www.clrn.org>), which is directed by Bridget Foster, Stanislaus County Office of Education. The CLRN advisory group, which includes Commissioners Abarca and Astore, will look at the criteria in late May. The draft criteria may be presented to the Commission in July for information and/or action, depending on the adequate opportunity for Commission review, and then on to the State Board for approval.

C. Other Matters/Audience Comment

Ms. Banker recommended that all Commissioners investigate the CAST Web Site (<http://www.cast.org>) to learn more about their work to expand the use of technology to expand learning opportunities for all people, including those with disabilities. She also referenced the article Executive Secretary Griffith recommended for the "Reading" tab of the agenda packet, "Shifting into Netspeed," from the Curriculum Administrators Edu Magazine (April 2000).

There were no other comments and Ms. Banker thanked Ms. Sullivan and Ms. Brown for their staff support in the work of the ELR SMC. The meeting was adjourned at 11:13 a.m.

* *Absent for Cause* notification submitted to Commission Chair in advance of the meeting.

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8. **English Language Arts/English Language Development Subject Matter Committee**

Present: Patrice Abarca, Chair; Janet Philibosian, Vice Chair

Mary Coronado, Ken Dotson, Lora Griffin, Karen Yamamoto, Leslie Schwarze

Staff: Deborah Keys, Consultant

Commission Abarca, Chair of the ELA/ELD Subject Matter Committee, called the meeting to order at 11:14 a.m. after a brief break in the Commission meeting.

A. **2002 Reading/Language Arts/English Language Development Adoption**
(Update/Discussion)

(1) **CRP/IMAP Application Process for 2002 R/LA/ELD Adoption**

Chair Abarca stated it had been recommended that the dissemination of the application can be postponed, and she echoed the recommendation. She felt that sending the application out so early would force people to make decisions regarding their personal schedules at least a year in advance. She stated she would like to bring the discussion of the application back to the SMC in July and consider sending the application out in September 2000.

Commissioner Yamamoto asked if there could be a consideration in changing the time of the training for the 2002 RLA/ELD adoption. Chair Abarca stated that the training dates could not be changed due to notification to publishers, securing the location, efforts of CDE staff, etc. Chair Abarca asked permission from the SMC to postpone sending out the application until September and revising the 2002 RLA/ELD Timeline at the July Commission meeting. All SMC members agreed with the proposal.

(2) **ELD Questions and Answers as Requested by SBE**

Chair Abarca stated that a first draft had been completed, but it has been recommended that the SMC delay looking at the document until John Mockler, Director of the State Board, has an opportunity to review it. She stated that the SMC would have an opportunity to review it but not at this SMC meeting.

Commissioner Coronado stated she wanted to reiterate that the ELD Question and Answer document was for parents. It isn't for publishers; it isn't for teachers, it isn't for Commissioners, but it is for parents. She stated she was speaking for local parents at her school where many of them have less than a sixth grade education. She stated that it was important that they understand the content of what the document is trying to convey. She stated that she was passionate about this. She requested that we stay away from jargon, in-house terminology, etc...

Chair Abarca stated that the document would be translated into other languages. Also, the Board requested that it be advertised in newspapers in various languages and that it also be on television and radio in other languages. She reiterated the need for parent-friendly language.

B. **Other Matters/Audience Comment**

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Chair Abarca asked for other comments from the Commissioners and the audience. There were none. The ELA/ELD Subject matter Committee was adjourned at 11:20 a.m. Chair Astore recommended a short break and asked the health SMC to convene at 11:45 a.m.

9. Health Subject Matter Committee (SMC), March 17, 2000

Present: Veronica Norris, Chair; Lora Griffin, Vice Chair; Richard Schwartz
Absent: Roy Anthony *
CDE Staff: Rona Gordon, Consultant, CFIR
Caroline Roberts, Administrator, School Health Connections

Commissioner Norris, Chair of the Health Subject Matter Committee called the meeting to order at 11:45 a.m. She thanked Ms. Gordon and Ms. Roberts for their support of the committee.

A. Update on Health Framework Addendum (Information/Discussion)

Caroline Roberts, Administrator, School Health Connections, and Rona Gordon, Curriculum Frameworks Office, reported on the Health Framework Addendum. The Subject Matter Committee members received a packet of draft addendum material. Staff asked for input and comments from the SMC on the various sections. The list of topics shows in bold what items have been submitted. Drafts not yet received will be presented to the SMC in July.

Commissioner Griffin presented some comments and questions regarding the addendum material. Under topic **#1, Research-Based Findings**, the draft referred to seven programs that have been disseminated, but only six were identified. Ms. Roberts responded that a correction would be made. Commissioner Griffin stated that she likes the approach of making recommendations, not telling schools what they have to do. She likes the concepts of coordinated programs, related services and involving parents.

Under topic **#3, Schools & Health**, Commissioner Griffin noted that all recommendations are not listed and asked who determined what was included. Ms. Roberts replied that this was at the discretion of the writer and we can go back and see if there are any others we want to include.

In topic **#5, Research on Health-Related Behaviors of Children and Youth**, Commissioner Griffin asked whether the Youth Risk Behavior Survey (YRBS) is done in California. Ms. Roberts stated that this survey is administered nationally by the Centers for Disease Control. California last participated in YRBS in 1999 and doesn't plan to continue participating. The survey is done to generate two levels of data. National level data is collected to do a statistical sampling of health behaviors. The intent is to also be able to have statistically significant data of that nature for states, but in California we have never been able to get statistically significant responses on this survey. California has decided to not do the YRBS in future years for state level data collection, and is going toward the California Healthy Kids Survey instrument that is based on YRBS. The Healthy Kids Survey can be administered in modules by local districts to collect district level data. The core deals with overall health issues and tobacco, and the modules cover more depth in tobacco and school safety issues. Schools that receive violence prevention and tobacco funding are required to complete the core plus one module. Other modules are available for consideration by the local district. Districts have options regarding the Healthy Kids

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Survey. There is also a state-level instrument, the California Student Survey, which will be used to generate statistically significant state level data. All districts won't be required to do the California Student Survey. A sampling of schools is done, not all participate. It is anticipated that the data to be included in topic #5 will be from the California Student Survey.

Under topic **#6, Definition of Terms**, the diagram to be included has not yet been decided. Commissioner Griffin mentioned that there are a number of articles in the new issue of Education Leadership that is devoted to health that perhaps might include a diagram.

Regarding topic **#15, Guidelines for Evaluating Web Sites**, Commissioner Griffin stated that it is an excellent instrument and helpful in many regards. Permission to use/adapt it should be obtained from the author. Chair Norris also had some ideas for strengthening the instrument.

Chair Norris then shared some of her concerns and suggestions regarding the draft addendum. She had concerns about distinguishing what school sites should be doing. For example, in the area of suicide prevention, there is a whole statutory scheme for mental health services, which will be presented in a separate section. It is not intended to be curriculum content. On the issue of pregnant teens, Chair Norris stated that there are reasons for not recommending certain kinds of physical activities outside the scope of medical monitoring (liability issues).

Commissioner Griffin expressed her regrets at not being able to participate in the School's In Workshop to present an update on the Health Framework addendum.

Chair Norris opened the discussion to all Commissioners. Chair Astore offered a suggestion for a potential speaker on the topic of asset development--Nancy Dotson, Coordinator of the Asset Development Center at the Sacramento County Office of Education. Chair Astore suggested that Ms. Dotson could make a brief presentation to the Commissioners on her work and how it relates to the framework addendum. She explained the concept of asset development, which is built on research-based factors that are demonstrated in successful adults, and how it is an effective approach to work with court and community school youth and a positive way to think about supporting kids. Ms. Roberts stated that this is a very timely topic. CDE staff can also provide related information from the Getting Results document, that would make a good companion piece to go along with Ms. Dotson's work. Chair Astore provided information about contacting Ms. Dotson. SMC Chair Norris requested information be provided in advance of a presentation.

B. Other Matters/Audience Comment

There was no public comment and Chair Norris adjourned the Health SMC at 11:20 a.m.

10. Foreign Language Subject Matter Committee

Present: Leslie Schwarze, Chair; Mary Coronado, Vice Chair
Patrice Abarca, Susan Stickel

CDE Staff: Sherry Skelly Griffith, Executive Secretary, Curriculum Commission
Arleen Burns, Consultant (Absent: Nancy Brynelson, Consultant)

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Chair Schwarze called the Foreign Language Subject Matter Committee to order at 11:21 a.m. She thanked Ms. Griffith and Ms. Burns for their support of the committee.

A. Framework Revision

(1.) Report on April Meeting

Chair Schwarze summarized the conference call held on April 28. The minutes were approved.

(2.) Review of Revisions Developed

Foreign Language Chair Schwarze opened the discussion about the current draft of the framework. A discussion ensued regarding specific elements to add to the current draft, other frameworks and resources to be considered in the summer work by the Commissioners and staff. Chair Schwarze indicated that there is a desire to duplicate the philosophical components of the frameworks for reading/language arts and mathematics within the new document for parallelism.

Chair Schwarze mentioned that she will bring a very interesting article written by a professor of Latin and Greek that discusses the difficulties of teaching these languages at the college level.

Ms. Burns reminded Commissioners that foreign language frameworks from other states are available for viewing in her office, including a document from Nebraska. She also reminded Commissioners of the frameworks and standards available for review online (or for review in her office), including the documents from New York, Texas, Florida, and Virginia. Chair Schwarze stated that the Commissioners like the format of the framework from Massachusetts, which includes the use of the following elements:

- five strands
- student levels
- stages (not quite sure how to incorporate this into California's document)
- classroom activities
- assessment

Chair Schwarze said the Massachusetts format is a useful model, but it is not narrative in format. She encouraged the need to think about how to adapt the format—how to “tie the elements of the Massachusetts piece together.” Chair Schwarze also indicated that the Elk Grove Foreign Language Standards that Commissioner Stickel distributed to Commissioners are very “user-friendly.”

It was discussed that Commissioners Abarca and Schwarze will make some revisions for certain segments of the Foreign Language Framework and bring it to the July meeting. The Commissioners will also craft the criteria for instructional materials for the July meeting. The current draft is a beginning, but much more needs to be added to make the criteria more explicit and detailed.

August 11 was the date proposed as a working session for the Foreign Language SMC to discuss new versions of the Framework prior to the September Commission meeting. Chair Schwarze

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stated that the committee is not expecting staff assistance at this time. Ms. Griffith indicated that, nonetheless, staff was willing to provide support in any way possible.

(3.) Timeline for Approval of Framework (*Information/Action/Direction*)

Commissioner Schwarze reviewed the new timeline for the Framework, and the Commissioners approved it by consensus; therefore, new draft of the framework will be submitted to the entire Commission for approval in September.

B. Other Matters/Audience Comment

Ms. Griffith raised the issue of continuing the dialogue with the California Language Teachers Association and Hal Wingard as the framework development continues. Chair Schwarze agreed. Ms. Griffith suggested that a thank you letter to Julian Randolph, who worked on the most current Framework draft, would be in order. A motion was made and seconded, the SMC members agreed by consensus.

Commissioner Schwarze adjourned the Foreign Language Subject Matter Committee at 11:44 a.m. Chair Astore recessed the full commission for lunch until 12:15 p.m.

(LUNCH RECESS)

12. Full Curriculum Commission

Chair Astore reconvened the full commission at 12:15 p.m. and requested each committee report actions needing the attention of the full commission.

A. Reports/Actions from Subcommittees

(1) Executive Committee.

Chair Astore reported that Executive Committee agreed to recommend to the full commission the facilitator guidelines with the following changes:

- (a) Whenever possible chair of SMC shall not be assigned to panel but will be assigned as ombudsman to oversee the work of all the facilitator;
- (b) Bullet 4 – change to read: “. . . panels will be selected based on the determined grade-level spans and any other criteria established by the subject matter committee and full commission.”
- (c) Facilitators of the panels shall be assigned by the commission chair, the subject matter chair, and the vice chair.

Commissioner Banker so moved and Commissioner Griffin seconded the motion; there was no discussion; and all members voiced approval.

Chair Astore reported that the Executive committee discussion on Item 2.d. resulted in a proposed revision in the standards map to be submitted by publishers. She requested the full commission consider for action the drafts provided by CFIR staff at that time. Ms. Rios provided handouts of Commissioner Banker’s suggested changes and the standards maps used in the AB 2519 adoption. Chair Astore asserted that the use of “primary” or “secondary” is not

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meant to give the message that those math standards not identified in the framework as key for that grade level do not have to be addressed within the instructional materials.

Ms. Banker recalled that a critical benefit of the standards maps is to allow IMAPs to review materials and CRPs to determine content accuracy. She asked that publishers be instructed to provide the most critical citation(s) where the content standard is fully addressed for the student and teacher. This is in contrast to prior standards maps where publishers cited all possible references, which confused the review process. The discussion included concern that the standards map needs to immediately answer “yes/no” if and where each standard is fully presented; then the CRPs will confirm that. The IMAPs will not be overwhelmed with citations, as if the publishers did word search for key words within each standard. The IMAPs will be able to evaluate relative to the adoption criteria with knowledge of that place where each content standard is addressed deliberately. The expectations of the standards map are in line with all the rules we have been giving publishers all along. The standards map will list all parts of the standards to insure there is no confusion about content standards. “Primary” or another term will reference the actual link so reviewers can go quickly to that citation that actually meets and teaches the standard. Publishers may opt to provide “secondary” or additional citation(s) of other locations in the material where student learning of the standards is reinforced or extended, i.e., to show how the materials take the standard out through a whole strand of concepts.

Dr. Adams requested discussion of what happens if the CRP or IMAP finds that the supporting citation is better than the “primary,” which was supposed to be able to stand alone as the place to learn the standard in depth. All citations will have to be checked out. The discussion included the realization that the materials must clearly address all the content standards. The publishers would make every effort to correctly identify the very best place to learn the concepts of the standards. It is important to think of the optional column as supporting, additional references only listed if they are of value. If a standard is not met clearly (could stand alone as provide depth to meet the learning/teaching needed) the reports will clearly inform the publishers where the citations did not align with standards. There was consensus that the revision of the standards map will simplify the adoption review process, and that the use of the standards will make the process clearer than ever.

Commissioner Yamamoto requested a discussion of how else could standards maps be used within the public domain to benefit improvements in student learning. Commissioner Abarca then moved that the Commission adoption process use the standards map form design as recommended and amended through discussion about the specificity of the intent of the columns for the required vs. optional citations with the entire commission for use in future deliberations. Commissioner Griffin seconded the motion. Chair Astore complimented the Commissioners that this effort will reinforced the message that no program will be approved that does not address the standards in depth in at least one place and that a “spiraling” alone will not be adequate. Ms. Griffith commented on behalf of the CFIR staff that this will strengthen the process, it will be an important tool to help panels write quality reports and which help the CRPs assess the citation which best meets each standard. She asserted that this revised roadmap will assist the staff in expediting the process.

Chair Astore asked for a vote on the motion, which was a unanimous “aye” vote.

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Chair Astore introduced to the full commission a draft letter that will be mailed to the commissioners for review and comment. The letter summarizes issues around attendance protocol. Ms. Griffith indicated the substance of the letter was drawn from the guidelines that the State Board of Education had established for advisory boards about absences and other concerns. Chair Astore recommended those specific references to the policy be made within the letter. She asked the commissioners to provide recommendations about the language of the letter in the near future.

(2) Visual and Performing Arts Subject Matter Committee.

Vice Chair Yamamoto reported that there is not action required by the full commission.

(3) Science Subject Matter Committee.

Chair Schwartz reported that the Science SMC continues to work on the framework and set up a subject matter committee for June 3. However, since the SMC met, another date was requested of June 10. Chair Schwartz moved for approval of a special SMC meeting on June 10 in southern California to be publicly noticed.

SMC Chair Schwartz moved to extend the time for revisions to the framework and to return the document to the Commission prior to public comment at a date to be determined. Commissioner Griffin seconded the motion and all Commissioners voiced "aye."

(4) Foreign Language Subject Matter Committee.

Commissioner Schwarze, Chair, reported that the committee had acted to approve the minutes of the SMC conference call in April. Ms. Schwarze reported the agreement to hold a special SMC meeting on August 11 to review the revisions planned for the Foreign Language Framework. Ms. Coronado made the motion for consideration by the full commission; Ms. Stickel seconded the motion; the motion passed unanimously with voice vote.

(5) Mathematics Subject Matter Committee.

Commissioner Stickel, Chair of the Mathematics Subject Matter Committee, made the following motions for action by the full commission:

- (a) The format of the IMAP and CRP reports will include a list of the criteria in categories one through six from chapter 10 of the framework for IMAP participants to use as a note-taking device. Notes will be used to arrive at a final recommendation concerning the program once the coverage of standards has been established. After a recommendation has been made, the notes will be used in generating the final narrative report. Commissioners that serve as facilitators during deliberations will meet mid-week to calibrate the recommendations and will review final reports for edits at the end of the week prior to release to publishers. There will also be a horizontal (grade-level) review of materials by CRPs to ensure consistency of review of all materials of each grade level. Commissioner Norris seconded. All Commissioners voted "aye."
- (b) The Mathematics SMC took action to establish eight panels for the review of instructional materials, four of which will review K-6 materials and four of which will review grades 5-8

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or middle-grade level programs. The motion was seconded by Commissioner Abarca and all Commissioners approved by voice vote.

(6) English Language Arts/English Language Development Subject Matter Committee.

The ELA/ELD Subject Matter Committee Chair, Commissioner Abarca, reported that the SMC had decided to postpone the formal distribution of the applications for IMAPs and CRPs. Commissioner Philibosian seconded the motion. All Commissioners voted “aye.”

(7) Health Subject Matter Committee.

Committee Chair Norris reported a request for a brief speaker recommended by Chair Astore for the Health SMC in July. Commissioner Schwartz so moved, and Commissioner Schwarze seconded. All commissioners voiced “aye.”

(8) History-Social Science Subject Matter Committee.

Commission Dotson moved to accept the minutes of the April 26 conference call for the HSS Subject Matter Committee. Commissioner Philibosian seconded and all voiced approval. Mr. Dotson moved to approve the additional edits received since the 4/26 conference call as discussed during the subject matter committee. Commissioner Yamamoto requested clarification on the preferred spelling of Chinese terms (e.g., daoism vs. taoism). Ms. Philibosian seconded the motion and all approved by voice vote.

(9) Electronic Learning Resources Subject Matter Committee.

Commissioner Banker reported the ELR committee heard her request to invite Dr. David Rose of CAST to present to the full commission in July about universal access issues related to electronic learning resources. Commissioner Griffin moved to request permission from the Chair to propose said speaker. Commissioner Abarca seconded the motion. The commissioners voted unanimously to approve the recommendation after the discussion revealed that reimbursement for out-of-state travel expenses for Dr. Rose would not be required from the Department of Education.

B. Reports from Commission Liaisons.

California Commission for Teacher Credentialing (CTC). Chair Astore reported her work with the task force developing professional standards for the elementary teaching credential. The task force supports the importance of professional competence with standards and the frameworks.

Curriculum Instruction Steering Committee (CISC). Chair Astore reported on her work as liaison to CISC sponsored by the county offices of education. She reported on interest expressed by CISC to work with CFIR and the Commission on framework awareness and use of assessment data in making local decisions about selecting from among adopted textbooks.

Concurrence Committee of California Subject Matter Projects (CSMP). Board Member Joseph reported at the request of Dr. Eleanor Brown, who represents the Curriculum Commission on the CSMP Concurrent Committee, which is administered through the University Office of the President. The Governor has given clear direction to align all subject matter projects with the standards and the frameworks. In addition, there is a huge effort in math to train teachers (of

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grades 4, 5, and some 6) to become math specialists for districts through a two-summer schedule of professional development. Board Member Joseph described the direction to the subject matter projects to train 20,000 teachers in two ways—with an understanding of a variation of what was called “Results” with the addition that the teachers are being trained in RLA criteria along with the framework. The intention is that the teachers will be more aware of and better able to select standards-aligned materials appropriate to the needs of their student performance levels as they become available. Ms. Joseph complimented the intent to mesh the work of the Commission with the work of the Subject Matter Projects with the message of standards, materials, and professional development to support standards-based learning. Ms. Joseph complimented retired Commissioner Eleanor Brown as an outstanding, tough-minded addition to the Concurrence Committee. Dr. Brown serves along with Board Members Joseph and Bergeson.

C. Individual Commissioner Reports.

Commissioner Coronado reported on the two recent meetings of the English Language Advisory Council on which she participates. The group is dealing with issues related to English language development policy. (See minutes of ELAC within State Board page at <http://www.cde.ca.gov>.)

C. Other Matters/Audience Comment.

Reschedule November Commission meeting. Commission Abarca proposed changes in the November meeting from 15-17 to only two days during the last week of November due to the unavoidable absence of Chair Astore. The three-day orientation will need to be scheduled in January 2001 because of the extension of terms. A discussion ensued which resulted in an amendment to the motion, based on the availability of the State Board room, to change the November meeting to Tuesday and Wednesday, November 28 and 29, 2000. The voice vote was for unanimous approval.

Chair Astore thanked the Commissioners for their attendance and determination to attend through the full meeting in order to participate in final actions of the Commission with a quorum existed for all votes. Commissioner Banker thanked the Commissioners, representatives from the publishing industry, and other educators for their participation in the celebration dinner for the retiring board members. Executive Secretary Griffith thanked all of the CFIR staff for their contributions to the work in support of the Commission agenda. No further comments were offered from the audience. The meeting was adjourned at 2:30 p.m., May 19, 2000.

For further information about these minutes, please contact the Curriculum Development and Supplemental Materials Commission (CDSMC) at 916-654-3361 or the Curriculum Frameworks and Instructional Resources (CFIR) Division, California Department of Education, 721 Capitol Mall, Third Floor, Sacramento, CA, 95814; telephone 916-657-3023; fax 657-5437.

Use the following web site to access up-to-date information about the work of the Curriculum Development and Supplemental Materials Commission and the office of the Curriculum and Instructional Resources Division: <http://www.cde.ca.gov/cilbranch/cc>.

Respectfully submitted June 8, 2000: Judith L. Brown, Consultant, Curriculum Frameworks and Instructional Resources Division; phone 916-657-5447; fax 916-657-5437; e-mail jbrown@cde.ca.gov.

Approved by action of the Full Commission 7/20/2000.

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